

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HIST 304: UNITED STATES WOMEN'S HISTORY

CIP Code: 54.0102

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
Spring 2026**

A. **TITLE:** UNITED STATES WOMEN'S HISTORY

B. **COURSE NUMBER:** HIST 304

C. **CREDIT HOURS:**

# Credit Hours per Week	3
# Lecture Hours per Week	3

D. **WRITING INTENSIVE COURSE:**

No	x
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E. **GER CATEGORY:** GER 9

[9] US History & Civic Engagement	x
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F. **SEMESTER(S) OFFERED:**

Fall and Spring	x
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G. **COURSE DESCRIPTION:**

In this course students will explore the social, economic, and political themes in United States Women's History from pre-European contact through the twenty-first century. The diversity of women is emphasized and issues of class, race, national origin, activism, work, and the role of motherhood will be explored. Citizenship and the status of women in relationship to government will be discussed and analyzed. Three hours of lecture per week.

H. **PRE-REQUISITES** 30 credit hours, Composition and the Spoken Word (ENGL 101) and a 2.50 cumulative GPA, or permission of the instructor.

CO-REQUISITES: None

I. **STUDENT LEARNING OUTCOMES:**

SLO	GER 9	ISLO
Understand and use gender as a system of analysis and consider ways women's history contributes to and alters our understanding of American history.	Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;	2 – Critical Thinking [CA]
Identify and discuss factors that contribute to the social construction of gender by place and change over time.	Understand the role of individual participation in US communities and government;	2 – Critical Thinking [IA]
Examine diversity of women and identify common experiences.	Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation	4 – Social Responsibility [IK]

Use primary sources to identify and discuss the significance of the goals, strategies, and results of social movements.	Apply historical and contemporary evidence to draw, support, or verify conclusions.	5. Industry, Professional Discipline Specific Knowledge and Skills
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KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:**

No	x
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K. **TEXTS:** To be determined by the instructor

L. **REFERENCES:**

Cohen, Rose. *Out of the Shadow: A Russian Jewish Girlhood on the Lower East Side* with an Introduction by Thomas Dublin. Ithaca, New York: Cornell University Press, 1995.

DuBois, Ellen Carol and Lynn Dumenil. *Through Women's Eyes: An American History with Documents*, 2nd Edition. Boston: Bedford/St. Martin's, 2019.

Evans, Sarah. *Born for Liberty: A History of Women in America*. New York: The Free Press, 1997.

Fleishner, Jennifer, Ed. *Incidents in the Life of a Slave Girl*, Written by Herself. Boston and New York: Bedford/St. Martin's, 2010.

Friedan, Betty. *The Feminine Mystique*. New York: Norton Publisher, 1963.

Kerber, Linda, Jane Sherron De Hart, and Cornelia Hughes Dayton. *Women's America: Refocusing the Past*, 7th Edition. New York: Oxford University Press, 2010.

Kessler-Harris, Alice. *Out to Work: A History of Wage-Earning Women in the United States*. Oxford: University of Oxford Press, 1982.

Larsen, Nella. *Quicksand and Passing*. New Brunswick, New Jersey: Rutgers University Press, 2009.

May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. New York: Basic Books, 1988.

Meyerowitz, Joanne, Ed. *Not June Cleaver: Women and Gender in Postwar America*,

1945-1960. Philadelphia: Temple University Press, 1994.
 Murray, Pauli. *The Autobiography of a Black Activist, Feminist, Lawyer, Priest, and Poet*.
 Knoxville, Tennessee: University of Tennessee Press, 1987.
 Salisbury, Neil, Ed. *The Sovereignty and Goodness of God*, by Mary Rowlandson, with
 Related Documents. Boston and New York: Bedford/St. Martin's, 1997.

Silko, Leslie Marmon. *Gardens in the Dunes: A Novel*. New York: Simon &
 Schuster, 2000.
 Sklar, Kathryn Kish. *Women's Rights Emerges within the Antislavery
 Movement, 1830-1870*. Boston and New York: Bedford/St. Martin's, 2000.
 Yeziarska, Anzia. *The Bread Givers*, 3rd edition. Introduction by Alice Kessler
 Harris. New York: Persea Books, 1999.

Videos:

The American Experience: A Midwife's Tale (1998)
 Ikwe (1997)
 Nine to Five (1980)
 Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and
 Susan B. Anthony (1999)
 Stepford Wives (1975)
 Woman of the Year (1942)
 Working Girl (1988)

M. **EQUIPMENT:** University Supplied Equipment / OL Learning Management System

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
 Exams, Quizzes, Assignments, Discussions

P. **DETAILED COURSE OUTLINE:**

- I. Introduction to Women's History and Early America, 1600-1700
 - a. Stages of Women's History
 - b. Gender as a Category of Analysis
 - c. Indigenous Women: Sexual division of labor; kinship systems; status of Women; fur trade; war
- II. Colonial Worlds and Revolution, 1607-1810
 - a. Colonial Immigrant Women: Work; birth cycle; family life; legal status
 - b. Women in the Revolution and New Republic
- III. Womanhood, Inequality, Abolition, and War, 1800-1865
 - a. The Cult of True Womanhood
 - b. Industrialization and the Market Revolution
 - c. Social Movements
 - d. Civil War
- IV. Reconstructing Women's Lives, North and South, 1865-1900
 - a. Reconstruction
 - b. Clubs
 - c. Education
 - d. The Nineteenth Century Woman Suffrage Movement

- V. The Progressive Era, 1870-1900
 - a. Westward Expansion
 - b. Work
 - c. Immigration
 - d. Middle-class Progressives and Working-class Labor Activists
 - e. The Twentieth Century Woman Suffrage Movement
- VI Modernity and Postwar Abundance, 1920-1965
 - a. Politics and Culture in the 1920s
 - b. Gender and Social Security
 - c. Women in the Workforce and the Armed Forces
 - d. Internment
 - e. Containment and Consumer Culture
 - f. Civil Rights
 - g. The Second Wave
 - h. Marriage
 - i. Work and Labor Legislation
 - j. Sexual Harassment and Violence against Women
 - k. The Third Wave and Popular Culture

P. **DETAILED COURSE OUTLINE:**

I. **Introduction to Women's History and Early America, 1600-1700**

- d. Stages of Women's History
- e. Gender as a Category of Analysis
- f. Indigenous Women: Sexual division of labor; kinship systems; status of Women; fur trade; war

II. **Colonial Worlds and Revolution, 1607-1810**

- c. Colonial Immigrant Women: Work; birth cycle; family life; legal status
- d. Women in the Revolution and New Republic

III. **Womanhood, Inequality, Abolition, and War, 1800-1865**

- e. The Cult of True Womanhood
- f. Industrialization and the Market Revolution
- g. Social Movements
- h. Civil War

IV. **Reconstructing Women's Lives, North and South, 1865-1900**

- e. Reconstruction
- f. Clubs
- g. Education
- h. The Nineteenth Century Woman Suffrage Movement

V. **The Progressive Era, 1870-1900**

- f. Westward Expansion
- g. Work
- h. Immigration
- i. Middle-class Progressives and Working-class Labor Activists
- j. The Twentieth Century Woman Suffrage Movement

VI. **Modernity and Postwar Abundance, 1920-1965**

- l. Politics and Culture in the 1920s
- m. Gender and Social Security
- n. Women in the Workforce and the Armed Forces
- o. Internment
- p. Containment and Consumer Culture
- q. Civil Rights

VII.

- r. The Second Wave
- s. Marriage
- t. Work and Labor Legislation
- u. Sexual Harassment and Violence against Women
- v. The Third Wave and Popular Culture